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ABSTRACT

This manuscript, divided into four sections, was prepared specifically to assist the beginning teacher. A transcript of a video tape entitled "Bridging the Gap" focuses on the expectations and anxieties of the beginning teacher and presents suggestions for success during the first year. A list of focus questions for discussion accompanies the transcript. The second section, "Some Suggestions for the Beginning Teacher", has ten recommendations for coping with and surviving in the teaching profession. A review of the research on success during the beginning years of teaching is presented in the third section. Findings are described so that they can be integrated into classroom practice. The fourth section, an annotated bibliography of 72 books, journal articles, and ERIC documents, is a blend of practical and theoretical perspectives on beginning teachers. (CJ)

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Bridging the Gap
The Beginning Years

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INTRODUCTION

BRIDGING THE GAP was prepared specifically to assist you, a first-year or beginning teacher. It is being increasingly acknowledged that teacher preparation requires more than the traditional four-year time period. In Oklahoma, for example, the recent passage of HB 1706 is a real testimonial to this belief. In addition to the host of demands made of all teachers, the beginning teacher must also successfully "bridge the gap" between the college campus and his/her new professional environment.

A very worthwhile video tape entitled "Bridging the Gap" was produced which focuses on the expectations/anxieties of the beginning teacher as well as suggestions for success during the first year. Hopefully, you will have an opportunity to view this video tape as part of the introductory experiences provided by your school district. So that you may benefit from the suggestions included in this tape, a transcription has been prepared as well as a list of questions which focus on the beginning teacher's expectations/anxieties. The transcription and focus questions are included in Part I.

Dale K. Watts, a veteran teacher at Hamilton Junior High School in Tulsa, Oklahoma, prepared an essay entitled "Some Specific Suggestions for the Beginning Teacher" which is included in Part II. His practical suggestions should prove helpful to you during your first year of teaching.

Dr. Kathryn Castle, a faculty member in the Department of Curriculum and Instruction at Oklahoma State University prepared an essay on "What Research Says About Success During the Beginning Years of Teaching" which is included in Part III. Since one's first real teaching experiences are

so crucial in influencing that person's teaching effectiveness in the future, a foundation based on sound research evidence is important. Hopefully, you will be able to integrate these findings into your classroom practices.

Finally, Dr. Castle has also prepared "An Annotated Bibliography for Further Reading" which is included in Part IV. The references cited are a blend of the practical and theoretical perspectives thereby providing some further reading for everyone.

Have a good year!

Douglas B. Aichele
Stillwater, Oklahoma

PART I

What Several Teachers Have to Say About the Beginning Years of Teaching

(A Transcription of the 20-Minute Video Tape Entitled "Bridging the Gap" and a List of Focus Questions for Further Discussion)

BRIDGING THE GAP

Transcription

Dr. Castle. Welcome to Bridging the Gap. Today we are here to discuss the concerns and anxieties of the first-year teacher. The first-year teacher must somehow "bridge the gap" between the college and university teacher preparation program and the first year teacher's new professional environment in the classroom.

I am Kathryn Castle, a faculty member in the Department of Curriculum and Instruction at Oklahoma State University. On my right is Kathy Kelley. Kathy is presently finishing up her student teaching and is looking forward to being a first-year teacher in the near future. On Kathy's right is Dale Watts. Dale has taught for several years and is presently teaching at Hamilton Junior High School in Tulsa. On Dale's right is Alan Barker. Alan is a first-year teacher at Wilson Junior High School. On Alan's right is Janet Parker, also a first-year teacher at Wilson Junior High School. I would like to begin our discussion by asking a question. What were your major concerns and anxieties, Alan, when you first began teaching and how have those changed over time?

Mr. Barker. Kathryn, the biggest anxiety that I had before starting was whether I had a good knowledge of the subject that I was going to teach. I was a little bit unsure of just how well I would be able to teach that subject. Since I have gone through the year, I have become a lot more confident and know that in my subject, the courses that I took in college were sufficient in getting me through this first year so far. But that was my biggest anxiety--whether or not I had a good knowledge of subject matter.

Mr. Watts. Were you concerned at all about discipline by any chance?

Mr. Barker. I was quite conterned about discipline. I wasn't sure how I would handle it. When a discipline problem would occur, I would draw from the basic ideals already ingrained. I based most of my disciplining on how I had been desciplined.

Mr. Watts. I think that was also one of my biggest anxieties--not so much the subject matter as how to control and maintain a learning environment for children. I began to realize that I was going to have to come up with some new discipline ideas on my own. Of course I got some ideas from my classes. But as I began, common sense and just learning how to adapt helped make methods work with the children. A major concern of mine for several years after I started teaching was what am I going to do when a student does react in class and I don't know how to handle it.

Mr. Barker. I agree with that. I am going through a stage right now of trying to figure out if corporal punishment is the only alternative in some circumstances. I don't like to give swats. It is not the most likeable thing for me to do. In fact, I don't like it at all. But I feel it is sometimes necessary in dealing with a student. Then again, I don't know for sure if it is the only alternative.

Dr. Castle. Discipline is a tough problem for most first year teachers. Did you find that it was a problem for you Janet?

Ms. Parker. It is hard for me to be sure that I am consistent and fair in all that I do. Some of the students may do something just to aggravate me . . . just for the attention, I guess. Then there is some behavior that, I guess they just can't control. Some of the students that are really active, by the end of the day, are not being obnoxious just for attention; it's just that they are tired of sitting there. They are tired of working and so I have to watch myself on how I respond to that, making sure that what I do is fair and consistent with all the students while not picking on someone.

Mr. Watts. Were you afraid--anxiety wise--of making a good impression on your principal? I know that was something that bothered me. I was playing little games with the teachers I knew who were strong in the building and who were doing their jobs. I would say to the, "Have you heard any bad things?" or "Am I doing OK?" because that was a concern; I did want to do a good job. I wanted to know what he expected of me, but there really wasn't a lot of communication as to what he really wanted. He said, "Here are your room and your keys. Teach." I am supposed to know that, but I was wondering if you all felt any fears concerning making a good impression.

Mr. Barker. I did. In fact, my situation has been similar to yours. I was handed the keys and said, "Here is the shop class. Good Luck. I hope everything goes really well." However, the principal has been very encouraging to me. He has come by and given me some time and said, "Yes, you are doing a very fine job and I really do appreciate your being on our staff." That has been very encouraging.

Mr. Watts. You have been ovserved, then.

Mr. Barker. Yes, on a few occasions, but it has been very encouraging to me. I have really appreciated it.

Ms. Kelley. Have the other teachers and parents been supportive during your first year?

Mr. Barker. Other teachers on the staff have been supportive of me--telling me I have done a good job with the students and that really helps. As a first-year teacher as you have stated, you want to be pleasing to everyone: the fellow faculty, the students, and the parents. You are really anxious to learn how you are doing. Getting feedback is very important.

Ms. Parker. One thing that I have really enjoyed about other teachers is that nothing I have felt or experienced is completely new. So I really do

enjoy talking with them and finding out what they use sometimes in different situations and realizing that on those horrible, horrible days, there is a good one coming. They can assure me of that which is helpful.

Mr. Watts. The lounge talk isn't always bad, is it? You can learn a lot from it, can't you?

Ms. Parker. No, it is not.

Mr. Watts. There are a lot of people who think that teachers get together in the lounge and talk only about bad things. That is not true. You can learn from sitting with people who were also teachers and who were saying, "Oh yes, I have had that same experience. Don't worry, it will pass." That helped a lot, too.

Dr. Castle. What kinds of things would you do to help a first-year teacher in your school have a successful year?

Mr. Barker. I would try to make myself available by going by whether or not he acts like he needs help, and asking, "Do you need any help? Would you like to talk about any certain circumstance that might be causing you some problems?" and just make myself available to him.

Some of the teachers on the staff where I teach have done that. They have come by and told me when deadlines for certain things need to be met. It really helps a lot. I really appreciate it.

Ms. Parker. What papers to save.

Mr. Barker. Right.

Mr. Watts. Right. Sometimes you expect a new teacher to pretty well know his material. New teachers are not concerned about knowing what to teach. They are concerned about such things as grade card distribution. Although an administrator may have done a fine job explaining, that was probably six weeks ago. When grade cards are due the new teacher may have many questions such as, "How do I do that?" That is when a buddy teacher may be helpful or someone who comes in and says, "Here is how you do it. Let me help you." That eases your mind a lot.

Dr. Castle. You mentioned a buddy teacher. Are any of you teaching in a school hwere first-year teachers are assigned or placed with a partner teacher to help them through that first year?

Mr. Barker. No, I have not been.

Ms. Parker. I team teach, but as far as being assigned to a buddy teacher, I don't believe we do that.

Mr. Barker. My department chairman bas been such a great help. I don't know if I could have made it through without him. His knowledge on the subject matter is very good and I have gone to him at times when I have been lacking. He has really helped me out very much.

Ms. Kelley. I think what you said about just showing that you care and that you are interested about the first-year teacher would help. I am doing my student teaching now and I am used to having a cooperating teacher there who helps me and assists me, someone I can talk to about how the day went. I am sure that all student teachers feel that during their first year there is not going to be anybody to talk to; that it is just you in the classroom alone with the children.

Mr. Barker. I felt like I couldn't ask questions because I didn't want to embarrass myself thinking I didn't know all the answers. Someone might think I didn't know what to do in a certain circumstance. But I decided that if I didn't ask the questions and didn't really become assured of what it was I was to be doing, I never would find out. So I asked questions and made myself open. Fellow staff members and directors of industrial arts, the area in which I teach, have been extremely helpful.

Mr. Watts. Don't be afraid to ask questions because what you find out is that the older teachers have the same questions. It is just that they know where to go to find the answers. The intercom may say there is going to be such and such happening tomorrow at 1:00 and you say, "What is that? I have no idea." But I know to go ask a secretary. So don't be afraid to ask another teacher; they are probably having the same questions, but they know after being there a few years where to go get the answers.

Dr. Castle. Can you think of some other survival skills or coping mechanisms that you developed during your first year that you had never thought about before you started teaching?

Mr. Watts. Organization, for me. Back at that point, I found out that the easiest way I could make things work was to be prepared. For example, I learned that a simple thing such as a grading system, set up in advance gave me control and eleminated questions. The students were no longer coming up to me and saying, "That is not fair because you graded this way or you graded that way."

I made certain that I had some definite organization for grades and planned out what I was going to do. I changed plans every week. Lots of plans every week. Lots of plans and lots of changes. I'm sure that you probably do that too. You probably are still over planning. But that's fine. You've got to do that.

Mr. Barker. Organization was something that has been very difficult for me. I wanted to be organized like a teacher who has been in the profession for five years. I don't think it's possible. It just takes a lot of experience and time to develop a lot of subject matter and tests and get your lesson plans all in line.

Ms. Kelley. Did you call upon your parents as support systems during your first year and how did you get them involved?

Mr. Barker. My parents have given me quite a lot of moral support in times when I went through a period where I didn't know for sure whether I wanted to get back into teaching.

Mr. Watts. Are you talking about school parents?

Ms. Kelley. Yes, I am.

Mr. Watts. The student's parents.

Mr. Barker. I haven't had much feedback from the parents. Not yet.

Mr. Watts. What about back to school night? Do you get any support on that?

Ms. Parker. No.

Mr. Watts. Ok. That's something that may be a big shock and another thing that you go out expecting as a first year teacher. If you fail 20 people in your class of 35, you expect to get a few phone calls. How do you deal with lack of parental involvement? Sometimes that's frightening and sad. Have you run into that problem too?

Mr. Barker. As far as the parents not being too awfully concerned, yes. I have tried on numerous occasions to call parents and talk to them about their child's problems in my class. They just don't seem to be really concerned. They act like they will get this taken care of but the problem still exists in the classroom.

Mr. Watts. Do you think that is because you teach what some parents would not consider as an academic subject? Sometimes, I will be counseling with a parent or talking about their children and they will say "He has to have English. But I'm not so worried about music." I say, "But it's still a course and it needs to be studied."

Mr. Barker. I think that it is true. They are not as concerned because it's not the three R's (reading, writing, and arithmetic).

Some are concerned. They realize that if their child isn't doing well in industrial arts, he may not be doing well in other areas of school.

Ms. Parker. I think parent involvement has probably been one of my biggest disappointments because it reflects on how the kids feel in the classroom. Sometimes, I get this feeling that nobody cares. The students don't care, the parents don't care. But you know that's not true. They care, but it's just not at that point. Perhaps they are just not ready to work on that. There's something more important in their life right now.

Mr. Watts. I might add too that both of our schools are probably in a similar socio-economic area. We have a lot of parents who are both working and that is another difficulty. If you call home during the day trying to talk to mother or father, there is no one there. Many students come to school and go home to an empty house. When they leave, the parents have already gone to work and when they come home, the parents are still not home from work. So there is a tendency sometimes to stay at home. They don't come to school and that's a problem. In other areas, we have different problems, but I know that at Hamilton we run into that difficulty.

Ms. Kelley. Do you suggest still working at it? In our program, we have one specific class where we deal with parent involvement. They stress the fact that the child's school life is not separate from his home life. They are so close together that you really have to work with the parents. You need to try to work with the parents because when a child's parents are involved in a child's education, he does so much better in the classroom.

Mr. Watts. I think we really need to work on that. I think we have scared a lot of parents away from the building. They are afraid to come in and talk. They are very hesitant and we need to work on that.

Dr. Castle. Are you coming to the end of your first year with a sigh of relief and a feeling that you are glad that it's over? Or are you really enthusiastic and looking forward to your next year?

Ms. Parker. I'm glad the first year is over, but I'm looking forward to the second because I keep seeing so many things that I would do differently starting out the year such as different discipline ideas that would be a lot easier to enforce and would be a lot more meaningful and that I know can easily be corrected simply because I have seen them happen.

Mr. Barker. Yes, I am just now beginning to feel that I am getting my feet planted a little bit. There have been so many new experiences, I've felt somewhat overwhelmed. But now I am beginning to know what to expect and that is really good. I went through a time period several months back when I didn't know for sure whether I would stay with it if I had the option to be rehired. But now it is very rewarding and if I have the opportunity to teach next year, I definitely would like to.

Dr. Castle. So you think that part of being successful in the first year is to build up a sense of self confidence which will help you then in your next year?

Mr. Barker. Yes.

Dr. Castle. Do you have any specific suggestions to offer beginning first-year teachers based upon your experience?

Mr. Barker. I would tell them not to expect too much too soon. What they are going to go through is new to them. Their organization is goint to come over a period of time. They shouldn't expect to be organized right off the bat because it just won't happen.

Dr. Castle. I'm afraid that we are just about out of time. I would like to thank all of you for participating in our discussion and I hope that our comments will be helpful to future first-year teachers.

FOCUS QUESTIONS
to Accompany
"Bridging the Gap"

1. How did your perceptions of yourself as a teacher change during your first year of teaching?

2. Have your views about teaching changed since you first entered the profession? If so, how?

3. Describe your first year of teaching. Were you given assistance and support from your principal and/or colleagues? If so, what form did this assistance take? Do you offer support to beginning teachers at your school?

4. How can a school principal be most helpful to a first-year teacher?

5. How can fellow teachers be most helpful to a first-year teacher?

6. What were your major successes/disappointments during your first year as a teacher?

7. What were your initial anxieties about teaching when you first began and how have these changed?

8. What were your initial expectations for success as a teacher when you first began and how have these changed?

9. What suggestions for success would you offer to a beginning teacher?

10. What are the most important survival skills for first year teachers?

11. In what ways can teacher education institutions better prepare teachers for their first year of teaching?

PART II

Some Specific Suggestions for

The Beginning Teacher

SOME SPECIFIC SUGGESTIONS FOR THE BEGINNING TEACHER

Dale K. Watts
Hamilton Junior High School
Tulsa, Oklahoma

Because many first-year teachers view their debut into teaching as a kind of "survival of the fittest," it is necessary for those of us who have survived that initial shock to pass along some nints that can calm the fevered brow. Few teachers are able to be in total command of a classroom from the very first moment and it is unrealistic for a new teacher to think he/she can be that knowledgeable. Here, then, are ten ways to achieve at least enough control to get through to Friday and that glorious first weekend which will be spent in total escape from the rigors of class.

1. Be prepared--Like a good Scout, enter your room and assignment fully prepared for at least the first nine weeks. If you have lessons planned and know your goals and objectives, the day to day struggle is easier to cope with. If you plan only week to week or day to day, you will spend too much time worrying in class about what to do next and not enough on what the student is or is not accomplishing.

2. Know your principal--It is of utmost importance that you know what makes this person tick. Learn what he/she expects of you in a disciplines situation. What does he/she expect of you, the kids, and the curriculum? What will he/she be like when you want to be innovative? Find out his/her quirks by asking around and by observing what is done to others. Nothing is more devastating to a first year teacher than to bring

a disruptive student to the office and find out that the principal will not go along with the teacher on disciplining the student.

3. Know your fellow teachers--Don't hide in your room and expect to learn what makes the school operate. The lounge can be a gossip-pit, yes, but it is also a place for the socialization you need to realize that Johnny is a brat not only in your class but several others as well. Teachers love to talk shop, and you will be able to find out information never included on the school bullitin (i.e., why the band trip was really cancelled, why Suzy was suspended, etc.). But most of all, unless you learn to be flexible and communicate with your fellow teachers, a school year can be a long and depressing time. Just knowing that a fellow teacher could watch your class for a moment while you dash to the potty is reason enough to learn about your co-workers.

4. Know your kids--Don't make the mistake of expecting your kids to do what the book or class role says. Take them for where they are--not where some test says they are supposed to be in regard to ability. Talk to other teachers and find out, if you can, about your students. Check their records, watch them, and talk to them. Don't be afraid to be a friend, but don't try to be a pal either. Just be interested in them and their football games and other activities. You'll soon learn what the real situations are, not what you conceive them to be.

5. Find a buddy teacher--If the principal doesn't give you a teacher to guide you through the first year, by all means find one. The maze of paper work, forms, and paltry jobs confuse even the most experienced teacher. For example, it is utter terror to realize that tomorrow is grade card day and you don't even have your cards made out. A buddy teacher can tell about the school photos, about the senior trip, about the grade cards, and about the staff party!

6. Establish a grade scale--Before you start the class, know what your grading scale and system will be because the kids will want to know what is expected of them and what they will have to do to earn an A or B. By being fair and sticking to your system, many grade hassels will never materialize. Also, keep good records of grades because this is one area you cannot be lax in.

7. Don't over-extend yourself--Many new teachers get stuck with sponsoring activities that older teachers don't want to be involved with. Be careful of getting so involved in Student Council, yearbook, and cheerleaders that you forget that your first obligation is teaching. Activities demand a great deal of time so be wary of the principal who wants you to be sponsor of two or three activities. Your classes will be the ones to suffer if you get over-extended. On the other hand, the most rewarding experiences come from being a sponsor so don't deny yourself the experience if you are capable of sponsoring an organization.

8. Establishing discipline--Keep them busy on work that they can accomplish and feel successful doing. If you keep the work on a level where the student feels he/she can complete it and then structure your class so there is no time for interruptions (from the students, at least), there will be few times that discipline will become a problem. When trouble arises, be ready by knowing what you will do. Make a list of possible punishments in ascending order of severeness. Don't play your final card of discipline on a minor incident. What will you do when something really bad happens.

Use the office as one of your final methods. (Principals don't enjoy disciplining for you, usually. Remember to know your principal.) Also, make certain that your discipline methods adhere to school policy. If writing sentences is the accepted method, don't put a student in the

corner and stick his/her nose in a circle. If you know the principal, the teachers, and the kids and use common sense you will have no difficulties in keeping discipline or your sanity.

9. Learn to evaluate--Learn to throw out what doesn't work. Just because you wrote a good lesson plan this year doesn't mean it will work next year. Don't be afraid to borrow, either. Your associates' plans may be better and if they have had a year or two to work out the bugs, then borrow what you need to adapt it to your needs. Evaluating what works and what doesn't is most important to you because if a unit succeeds, it makes you feel like super-teacher, and that feeling is worth more than anything else.

10. Be organized--Don't be a clean desk freak! Some of the most organized people have the most cluttered of room and desks, but they are organized where it counts--in their heads. They know where they are leading the kids and they have fully thought out the best way to achieve that end. As a first-year teacher, you must have your own organizing done so you can help students. If you know your year's goals, know your school's philosophy and rules, know your associates, know your kids, and most importantly know yourself, you will be ready to not only survive the first year but be ready to surmount the second.

PART III

What Research Says About Success During the Beginning Years of Teaching

What Research Says About Success During the Beginning Years of Teaching

Kathryn Castle
Oklahoma State University
Stillwater, Oklahoma

> "The conditions under which a person carries out the first year of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and to sustain over the years; on the attitudes which govern teacher behavior over even a forty-year career; and indeed, on the decision whether or not to continue in the teaching profession."
>
> Joseph Vaughn, National Institute for Education, 1978.

The first year of teaching, whether highly self-satisfying or excruciatingly painful, becomes etched upon the memories of all those who are or have ever been teachers. For many, the first year of teaching is a "make it" or "break it" experience which determines their continuing or not continuing in the profession. First year teachers are confronted with new situations such as adjusting to a new school for which they have often been inadequately prepared and for which they lack appropriate support systems to help them cope.

According to Ryan et al. (1980), for many beginning teachers the initial year in the classroom is an exciting and successful one, but for most, the first year is complex and difficult. First year teachers are forced to make many adjustments that have very little to do with teaching.

Some common concerns and areas for adjustment for first year teachers include:

A. Adjusting to the role of teacher including discipline, grading, and dealing with parents.

B. Adjusting to the particular school to which the teacher has been assigned.

C. Adjusting to the actual teaching assignment which may be in an area for which the teacher has had little or no training and which may require supervision of extracurricula activities.

D. Adjusting to the physical demands of teaching which can be exhausting.

E. Experiencing depression which may arise from a sense of failure.

F. Adjusting to the administration, staff, and other faculty and their particular ways of doing things.

There is a body of research which addresses many of the problems of the first year teacher. Johnston (1978) summarized this research literature from 1930 to 1977 according to five classifications:

1. Advice on the first year of teaching - This type of literature appears most frequently and is often written by first year teachers or experienced teachers.
2. Reports of first year teachers' own experiences.
3. Scholarly essays on the first year of teaching.
4. Reflective interpretations of first year teachers' experiences.
5. Empirical studies of the first year of teaching. - There are very few of these studies to date.

Lacey (1977) has described some of the strategies used by first year teachers to adjust to their new situations. Lacey states that many teachers adjust by accepting or conforming to the values and practices in the new setting regardless of what was learned in preservice training. Some first year teachers who do not believe in the practices in the new situation will go along with them for the time being. Lacey says there are a few first year teachers who consciously try to change or reform the school situation.

Many of the studies of the first year teacher have investigated teacher attitudes. For example, Ligana (1970) examined teacher attitude toward students by using the Minnesota Teacher Attitude Inventory (MTAI). Ligana reported that during preservice training, the prospective teacher's attitude toward children becomes more positive. But during the first four months of the first year of teaching, the teacher's attitude abruptly changes and does not level out until after the first four months.

Using the Pupil Control Ideology Scale, Hoy (1959) found that at the end of the first year of teaching, teachers had become significantly less humanistic and more custodial in their orientation toward discipline and pupil control.

Garrison (1972) measured the attitudes of first year secondary teachers with the MTAI. He found that first year teachers did not change much toward an authoritarian attitude. He also reported that beginning teachers perceived their principals and the faculty of their school as being much more authoritarian than was the case. The more authoritarian the attitude held by the beginning teacher at the start of the year, the less was the increase in authoritarianism that occurred during the year.

Ayers (1972) used the MTAI to determine beginning elementary teachers' attitudes and their relationship to selected variables. She found that first year teachers whose attitudes changed most had been employed in schools using nongraded, individualized and/or innovative teaching methods.

Edgar and Brod (1970) examined how new teachers become socialized into their profession and how this socialization process affects their attitudes toward professional autonomy. Their results indicate that the nature of new teacher relationships with significant others, both organizational evaluators and school staff, help determine the direction of change in teacher attitudes toward professional autonomy.

Mathieson (1971) reviewed literature on problems encountered by first year teachers in the inner city and designed some steps that have been taken in both preservice and inservice teacher education to alleviate these problems. Mathieson concluded that the most important ingredients for successful urban teaching are the attitude of the prospective teacher and early, extensive preservice experience with the realities of the inner city.

Wesley and Tanner (1975) studied the classroom and personal-professional attitude development of first year elementary teachers. Results indicated that teachers trained in the field fared better than those trained on campus; that successful student teaching experience in the inner city helped first year teachers employed in the inner city; and that experience at primary grade levels elicited more positive effects than teaching of intermediate grades.

In a study to examine the role personalization of first year secondary teachers, Gehrke and Yamamoto (1978) identified four major motivating needs expressed by teachers entering their first year of teaching: the needs for respect, liking, belonging, and sense of competence. Three years later the teachers still focused on these four major needs, but the need for respect had less salience. A fifth need, for variety, emerged after three years of teaching. The teachers' concept of themselves, the role ideal, problems, and perceptions of others changed very little from the first to the third year, although perceptions of their own competence were strengthened. The teachers' needs-disposition permeated their perceptions of role, self, problems, and others, which, in turn, affected the behaviors they chose in enacting the role of teacher. Early in their role adoption as teachers they sought to present themselves as competent and like their ideal, by achieving control of students and not asking for help from peers. Later they sought to present themselves in a manner that would gain student affection. By the third year, in keeping with their growing need for variety, they began to present themselves as innovative and willing to try new things.

Other researchers of the first year teacher provide suggestions for becoming a successful teacher. For example, Mielke et al. (1970) present suggestions to the beginning teacher of college mathematics. Suggested

principles include: (1) never introduce a new concept without first motivating it. (2) Be honest. (3) Do not overprepare. (4) Do not be afraid to follow-up a diversionary topic if it is brought up by the students. (5) Beware of lapsing into drill methods. (6) Maintain enthusiasm for mathematics. (7) Be receptive to questions of a general nature. (8) Make clear the role of definition in mathematics. (9) Get to know students individually as much as possible. (10) Avoid teaching "at" the students.

Still other researchers recommend specific programs to help first year teachers. Dooley (1970) describes a program designed to assist the orientation of new teachers, develop their sense of job gratification, and encourage them to continue to teach in a specific region. This program resulted in the development of the "Handbook for New Teachers."

One type of program for the first year teacher which has met with much success is the "buddy" system of assigning a first year teacher to an experienced teacher (with at least 3 years of teaching) who will facilitate the first year teacher's adjustment to the school. In this type of program, the experienced teacher serves as a resource person, role model, and counselor to the first year teacher.

Some teacher education institutions and public school systems are beginning to develop support systems for the first year teacher in the form of supervision and counseling services, inservice courses, workshops, conferences, and on the job consultations with the first year teacher.

Ryan et at. (1980) conducted the "First Year Teacher Study" in order to gain a better understanding of new teachers and their first year of teaching. Questions which were investigated included:

1. What are the first year teacher's perceptions of himself or herself?

2. What are the first year teacher's perceptions of himself or herself as a teacher?

3. What happens in the classroom and elsewhere in the school that the new teacher perceives as successes and failures?

4. What are the new teacher's perceptions of students, administrators, fellow teachers, teacher educators, and parents?

5. How do these perceptions change over the year?

These questions are answered in Biting the Apple: Accounts of First Year Teachers by Ryan, Newman, Mager, Applegate, Lasley, Flora, and Johnston. Biting the Apple: Accounts of First Year Teachers is composed of twelve accounts of twelve first year teachers making their way through the initial year of teaching. These are data-based accounts of the experiences of first year teachers who represent both elementary and secondary teachers. The teachers present the ups and downs of the first year -- their successes/failures and descriptions of how they were able to adjust to their particular situations.

Other relevant literature and research may be found in the bibliography of this monograph.

PART IV

An Annotated Bibliography

For Further Reading

An Annotated Bibliography For Further Reading

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Two Excellent References:

Ryan, Kevin, Katherine K. Newman, Gerald Mager, Jane Applegate, Thomas Lasley, Randall Flora, and John Johnston, Biting the Apple: Accounts of First year Teachers. NY: Longman Inc., 1980.

The book grew out of an effort to gain a better understanding of new teachers and their first year of teaching. It is twelve accounts of twelve individuals making their way through the initial year.

The introduction contains a relevant research review. The twelve first year teachers' accounts are followed by a study guide and comparative experience questions.

Katz, Lilian G., Talks With Teachers, Washington, D. C.: National Association for the Education of Young Children, 1977.

This book is designed to be helpful to teachers who wish to better understand the teaching process. The first half of the book outlines various developmental stages of teachers, the role of in-service training, and challenges to early childhood educators. The second half of the book is about working with children, meeting children's needs for optimum development, and the difference between education and excitement. Dr. Katz states that we can have optimum environments for children only if we also have optimum environments for those who teach and care for them.

Other Relevant References

Applegate, Jane H. et al. "The First Year Teacher Study," ERIC #ED135766 March, 1977.

This study reviews the changes that first-year teachers perceived along seven dimensions: (1) teacher satisfactions (2) discipline, fears, worries, frustrations, failures, and problems (3) perceptions of self and/or self as teacher (4) surprises (5) career plans (6) opinions of teacher training (7) how they measure their progress. Different kinds of first year teacher supportive and nonsupportive relationships are discussed and examples of each are given.

Ayers, Mary N. "Beginning Teachers' Attitudes and Their Relationship to Selected Variables." ERIC #ED073166, Nov. 1972.

A pilot study was made to (1) examine the relationship of the Minnesota Teacher Attitude Inventory (MTAI) to selected variables, and (2) measure the change of attitudes of elementary education majors after one year of teaching.

Bisbee, Kolan Karl, "The Interpersonal Values and Role Perceptions of Beginning Vocational Education Teachers in Missouri." ERIC # EDo85476, Aug., 1973.

Results are described of the study of the interpersonal values and role perceptions of a stratified random sample of vocational education teachers with less than one year's experience and their administrators.

Bower, Eli M., "Teachers Talk About Their Feelings". ERIC # EDO83155, 1973.

Sixteen young teachers speak out about their experiences. Subject headings reflect major themes of: That First Year, The Kids, The Administration, The Staff, The Parents, The System, and The Teachers Themselves.

Bradley, Howard and James Eggleston, "Increasing Our Awareness of the Young Teacher's Problems." Trends in Education, 4, 12-7, Dec. 1975.

A Study of first year teachers' problems was used to increase the awareness of teachers, advisers, and lecturers in training institutions to these problems.

Coates, Thomas J. and Carl E. Thorensen, "Teacher Anxiety: A Review with Recommendations." Review of Educational Research, 46, 2, 159-184, 1976.

This article explores the cause and effect of teacher anxiety, the effect anxiety has on teacher and student behavior, and methods used to reduce anxiety.

Dooley, Harold R., "A Program to Strengthen the Skills, Understandings, and Professional Commitment of New Teachers to Work With Poverty Stricken Mexican-American Pupils in South Texas Schools." ERIC # EDO45564, 1970.

A program is described which was designed to assist the orientations of new teachers, develop their sense of job gratification, and encourage them to continue to teach in Rio Grande border school systems.

Earp, N. Wesley and Fred Fanner, "A Continuing Study of the Classroom and Personal-Professional Attitude Development of NTSU Elementary Graduates in their First Year of Teaching. Research on Elementary Teacher Preparation, Monograph #3." ERIC # ED126002, 1975, Denton, Texas: Reality Publications, 1975.

The monograph contains followup data on first year elementary teachers and their attitudes toward teaching.

Edgar, Donald E. and Rodney L. Brod, Professional Socialization and Teacher Autonomy." ERIC #ED046885, Aug., 1970.

This study examined how new teachers become socialized into their profession and how this socialization process affects their attitudes toward professional autonomy.

Garrison, William Douglas, "The Relationship Between School Organization and Teachers' Authoritarian Attitudes, Final Report." ERIC # ED062294, March 1972.

This study determined the degree to which beginning public school secondary teachers change along the authoritarian dimensions and the relationship of certain possible causes of teacher authoritarian attitude changes to observed changes.

Gehrke, Nathalie and Kaoru Yamamoto, "A Grounded Theory Study of the Role Personalization of Beginning Secondary Teachers." ERIC # 152763, March, 1978.

A theory of role personalization of beginning secondary teachers was generated. Role personalization is defined as the way beginning teachers adapt the teacher role to meet their own needs, while at the same time being socialized into the role demanded by others.

Giles, Vicky et al., "Survival in the Staffroom." Times Educational Supplement (London), 3169, 23, Feb., 1976.

Three teachers who have managed the first hurdle remember some of their own difficulties.

Handley, Herbert M. and James Shill, "Work Values and Job Attitudes Held by New Teachers in Vocational Education in Mississippi. Research Series #6." ERIC #ED096451, July, 1973.

An analysis is made of the work values and job attitudes which vocational education teachers hold toward teaching and students.

Hannam, Charles et al. "Don't Smile Until Christmas," Times Educational Supplement (London), 3169, 22-3, Feb., 1976.

Three teacher trainers talk about some problems of first year teachers.

Kelton, Nancy Lois, "Flashback to (Gulp) The Eve of My Teaching Debut." Learning, 4, 1, 94-6, August/Sept., 1975.

A teacher tells why and how she decided to become a teacher and relates the thoughts and feelings she had before she began teaching.

Krajewski, Robert J. and R. Raird Shuman, "Seven Touchstones for Beginning Teachers." Contemporary Education, 47, 2, 96-100, 1976.

This article discusses seven items that will aid the beginning teacher in approaching his/her job with greater assurance and effectiveness.

Lundstrom, Karen and Patricia Murphy, "Concerns of First Year Teachers of Home Economics," Journal of Vocational Education Research, 1, 2, 61-68, 1976.

The concerns of first year home economics teachers were identified in relationship to selected situational factors (class size, number of daily lesson preparations, living conditions, and friends). Number of lesson preparations and reaction to administration were found to be significantly related to other factors.

Maden, Margaret, "The Young Teacher in the Secondary School." Trends in Education, 4, 18-23, Dec. 1975.

A one day conference on the issues and problems of first year teachers is discussed. The precise content of a given school, its policies, staffroom politics, and pupil characteristics have an effect on the success of the first year teacher.

Mathieson, Moira B., "Beginning Teachers in the Inner City: A Study of the Literature on Their Problems and Some Possible Solutions." ERIC # ED050028, 1971.

Literature is reviewed on problems encountered by beginning teachers in the inner city. Steps are described that have been taken in both pre-service and inservice teacher education to alleviate these problems.

Mielke, Paul T. (Editor) et al. "Committee on the Undergraduate Program in Mathematics Newsletter #6." ERIC # ED047971, Dec., 1970. Also in Effective College Teaching: The Quest for Relevance.

This article presents suggestions to the beginning teacher of college mathematics which are applicable to all teachers in general.

Murphy, Patricia and Donald Priebe, "A Workshop: The World of the First Year Teacher. Final Report." ERIC # ED141577, May, 1974.

Rationale, plans, and results are reported of a state workshop designed to bring all vocational teacher educators together to identify the problems of the first year teacher, develop strategies to use in helping them, and utilize those strategies in teacher education programs.

Sheridan, D. P. and J. F. Pyra, Problems and Self Concepts of Beginning Teachers." Saskatchewan Journal of Educational Research and Development, 5, 2, 30-7, 1975.

The relationship between the problems of beginning teachers and their measured self concept was examined.

Teague, P. Terrett Jr., "Selected Attitudes and Perceptions of Beginning Teachers as Related to their Teaching Situations." ERIC #ED065461, April, 1972.

An exploratory investigation of the comparative effects of situational characteristics on first-year perceptions of their preservice preparation, teaching situation, and educational attitudes is reported.

Wiersma, J., "A Study of Teacher Role Perception in Education Students and Teachers." ERIC #ED051076, 1971.

This study attempted to determine how education students and beginning teachers differ in their role conceptions, values, and norms and to observe the developmental patterns of these aggregate conceptions, values, and norms.

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